



# Changing Me Year 2

The following is an overview of what the children in Year 2 will study over the Summer Term in their PSHE lessons in accordance with the statutory guidance for SRE.

Lesson Overview	Lesson Content
<p><b>1. Life Cycles in Nature</b> Recognising cycles of life in nature and understanding that some changes that happen to us are out of our control.</p>	<p>Pupils will discuss things that change that we cannot control eg the seasons, growing etc. They will think about how their bodies change and will discuss how it makes them feel. The children will watch a video clip about life cycles including images of seed dispersal, eggs hatching, bees, seedlings, caterpillars, pupae and a human baby. Clarification of the life cycle will be given and how things grow and change from a baby to an adult.</p>
<p><b>2. Growing from Young to Old</b> Understanding the natural process of growing from young to old. Respecting people who are older than me.</p>	<p>Looking at photos of elderly people, the children will identify some of the physical changes they can see. How might our bodies change as we grow older? Change is natural and we have no control over it. We will grow old and change from a baby, to a toddler, to a child, to a teeneager, to an adult, to an old person. Pupils will read a story called, 'My Grandpa is Amazing' and afterwards will think of questions they could ask to someone elderly. The children will be encouraged to ask such questions to edlerly people who they might know.</p>
<p><b>3. The Changing Me</b> Recognising how our bodies change from when we are babies and understanding where I am on the continuum from young to old.</p>	<p>The children will read a story called, 'Titch' and afterwards will discuss how the character felt being the smallest and youngest. We all grow at our own rate and some people are taller and some people are shorter. Getting older isn't just about growing, it is about learning more things and being able to do more things. The teacher will have a bag of items: rattle,</p>

	<p>book, pens, credit card, house key, car key etc. The children will decide which stage in the life cycle is more likely to have which item and why eg. adult - car key.</p>
<p><b>4. Boys' and Girls' Bodies</b>          Recognising the physical differences between boys and girls, using the correct names for body parts and appreciating that some parts of the body are private.</p>	<p>Ask the children to list things that girls do and things that boys do...are there things that both like to do? Gender stereotypes will be challenged when necessary. Draw 2 body outlines...can we tell which is a girl and which is a boy? (no)</p> <p>The pupils will have body part names on flashcards which they will be asked to label on to the boy or girl (some will be written twice as both genders will need the label. These labels include: tummy, belly button, feet, penis, nose head, fingers, testicles, mouth, nipples, ears, vagina and eyes. They will look at different clothing items and discuss their function, eg, to keep warm, to look nice, to cover our private parts. Gender stereotypes will be challenged regarding clothing items if necessary.</p>
<p><b>5. Assertiveness</b>          Understanding different types of touch and identifying which ones they like and which they do not like.          Developing the confidence to say what they like and do not like and how they can ask for help.</p>	<p>The teacher will have a bag which contains textured items eg. velvet, smooth stone, pine cone, playdoh, tissue paper etc. Invite the children to come and feel something inside the bag: do they like the feel or not? Identify between children who did like the feel and those who did not and express that it is ok to have a different opinion. Nobody is right or wrong as it is an opinion. What kinds of other things do they like the feel of? Did anyone have a comfort toy when they were younger - does anyone still have one? How do these things make them feel? They will then talk about touching others: what touches are nice and comforting eg. holding hands, hugging etc. There are lots of different ways that we can be touched. Some we might like and others we might not. It is ok to speak up and say something if we do not like being touched.</p> <ul style="list-style-type: none"> <li>● Re-visit of the <b>NSPCC PANTS</b> resources from Y1</li> </ul>
<p><b>6. Looking Ahead</b>          Identifying what they are looking forward to about being in Year 3.</p>	<p>What are they looking forward to about going into Year 3? Ask each child to write at least one thing that they are looking forward to.</p>

Thinking about the changes they will make in Year3.

Two Y3 pupils will be invited into the classroom (or via a media platform). They will talk about some of the changes that might happen when they go into Y3. This will also give time for the Y2 children to ask the Y3 any questions. Discuss how they coped with the change from key stage 1 to key stage 2. Using an outline of a leaf, the children will draw or write things that they are looking forward to in Y3. They should also consider what they might like to change or improve in themselves in preparation for Y3. The leaf will be displayed on the class tree.

- Staff will use the [NSPCC PANTS](#) resources to deliver a session which focuses on 'private parts' and who should/ should not be asking to see them. It teaches the children that what is inside their pants belongs to only them and they should say, 'No' to anyone who asks to see them or wants to touch them in this area. Teachers will discuss scenarios where they might need to show their genitals to a trusted adult and why. Parents can find the NSPCC PANTS song on the internet should they wish to view it or discuss it further with their children at home.